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ABSTRACT

The Atlanta Public Schools (APS) system has magnet programs integrated into the instructional programs of 14 of its high schools. Each program has an instructional coordinator who reports to the principal of the school. Because the APS student body is overwhelmingly black, the programs do not have as a major goal increased racial or ethnic integration. Rather, they aim to provide a richer variety of educational choices for APS students, allowing them to broaden and deepen their education in a specific area while still meeting all standard curriculum requirements and educational goals. In order to determine the efficacy of the programs, questionnaires were sent to the program coordinators and to magnet and non-magnet students. The following conclusions were drawn: (1) most of the respondents agreed that the programs are meeting the educational needs of the students; (2) better information about the programs needs to be made available, especially to eighth grade students; (3) there needs to be a more systematic and reasonable process for recruiting students for the magnet programs; (4) the working relationship between the program coordinator and the school principal needs to be improved; (5) the program objectives need to be better defined; (6) the program coordinators should cooperate more; and (7) a systemwide coordinator for the programs should be appointed. Data are presented on two figures and in three appendices. (BJV)

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EVALUATION OF THE HIGH SCHOOL MAGNET PROGRAMS

1986-87

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DIVISION OF CURRICULUM AND RESEARCH SERVICES

ATLANTA PUBLIC SCHOOLS

ATLANTA, GEORGIA 30335

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EVALUATION OF THE HIGH SCHOOL MAGNET PROGRAMS

1986-87

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EVALUATION OF THE HIGH SCHOOL MAGNET PROGRAMS
1986-87

INTRODUCTION

The Atlanta Public Schools (APS) has magnet programs in 14 of its high schools. (The newest, at Fulton High School, was just established in 1987-88 and is not included in this evaluation. A list of all 14 APS magnet programs is in Appendix A.) These programs, unlike many magnet programs elsewhere in the U.S., are not separate "magnet schools," but are instead intended to be programs integrated into the instructional program of the high schools where they are located. Each program has an instructional coordinator, who reports to the principal of the school. The programs do not, again unlike many magnet programs/schools elsewhere, have as a major goal to increase racial or ethnic integration. (The APS student body is 92 percent black and is perhaps already as well integrated as possible, given that percentage. The use of magnet programs to attract students now enrolled in private schools back to the public schools continues to be a subject for debate in Atlanta. This issue was discussed, for example, in two articles on school desegregation in the Atlanta *Constitution* on October 1, 1987.) The general goal of APS magnet programs is to provide a richer variety of educational choices for APS students, allowing them to broaden and deepen their education in a specific area while still meeting all standard curriculum requirements and general educational goals. Students may qualify for admission to these programs in a variety of ways--each program has its own admissions requirements--but a student need not live in the attendance zone for that high school to qualify.

Research was needed to determine whether these programs are meeting the needs of Atlanta's students and otherwise fulfilling the goals established for the programs by the Atlanta Board of Education and the Superintendent of Schools for Atlanta. Thus it was decided to carry out systematic research to measure the current status of the 13 programs and of the overall program, including variations in administrative guidelines, operation, and problems, and student opinions and attitudes (both of students in the programs and of others).

PROCEDURE

Survey research was the only feasible approach for the evaluation which is the subject of this report. In spring 1987 a letter was sent, via school mail, to all 13 instructional coordinators requesting that each complete an initial six-page questionnaire on the program she/he coordinates, and that each provide any suggestions she/he had on issues that should be addressed in subsequent parts of the research. With the help of followup telephone calls and memos, all 13 questionnaires were completed (at least in part) and returned. A month later a scan-form questionnaire was sent to be administered in each of the 13 schools to all magnet students in the highest classification (usually seniors) in the magnet program, with a parallel form given to a roughly equal number of nonmagnet students in the same classification (chosen by cluster sampling, selecting from a list of appropriate homeroom sections at random) at the 13 schools. Administration of the student questionnaires was carried out by homeroom teachers and the magnet program coordinator at each school.

MAGNET COORDINATOR QUESTIONNAIRE

To increase validity, magnet program instructional coordinators who received the questionnaire were assured that answers to the questionnaire would be treated as strictly confidential, with only aggregate information used in evaluation reports. All thirteen coordinators eventually responded, at least to most items, with results as shown in this section of this report.

Enrollment

The total number of students enrolled in the programs as of the previous school year (1985-86) was 2,546 (one of the 13 programs was not in operation until 1986-87). The smallest program which did have students in the previous school year had 34 students enrolled, the largest reported enrollment was

497, and the average enrollment was 212 students for the 12 programs in operation in 1985-86. Total enrollment in all 13 magnet programs for 1986-87 was reported to be 2,790 students--an increase of nearly nine percent over the previous year. The average reported percentage of these students in each grade level was as follows: ninth grade--29 percent; tenth grade--29 percent; eleventh grade--24 percent; and twelfth grade--18 percent. Part of the reason for the lower proportion of students in the upper two grades is undoubtedly attrition, as students either decide that a program is not meeting their needs or are themselves unable to meet the standards of the program. However, at least some of the difference is accounted for by the fact that several of the newer magnet programs have not yet had time for students to reach the upper grades.

Coordinator Experience and Use of Advisory Boards

The tenure of magnet program coordinators in their present positions ranged from less than one year (in the newest program) to 13 years, with the average experience in the current post a little over five years. All 13 coordinators reported having advisory committees or councils, although in one case the coordinator suggested that the council was merely a paper organization. The explanation given in this case was that the principal had not cooperated in organizing council meetings. The size of such committees varies widely, with reports of as many as 50 members and as few as 18 (with size not specified for several programs). Most such committees meet three or four times a year (with reported frequency ranging from once a year to once a month) and act primarily as sounding boards and sources of advice (specific and general). Some advisory committees are also reported as providing classroom guest speakers, assisting in raising money, or helping to acquire other resources for the magnet program. All coordinators who addressed the issue indicated that advisory board members represented a wide variety of leaders from industry, government, parents, and the community.

Specific Program Objectives

When coordinators were asked to describe specific objectives of their programs, some listed objectives that were quite specific to their area of specialization. However, a number of program objectives which were cited, usually by more than one coordinator, have broader application to most or

all of the 13 programs. The more general objectives cited for specific magnet programs include the following:

To increase awareness of career opportunities in fields related to the magnet program's area of specialization.

To assist students in enhancing or developing critical thinking skills.

To assist students in enhancing or developing communication skills (written and oral).

To prepare students academically and emotionally to succeed in higher education.

To give students computer literacy and experience in using computers as problem-solving tools.

To provide training in specific skills used with the technology related to the program's specialization.

To provide students with practical experience related to the program's area of specialization and to develop in students an understanding of the relationship of such practical experience to the theoretical or philosophical bases for the field.

To prepare students better as citizens, improving their ability and willingness to contribute to a democratic society.

To develop and provide for students a specialized curriculum in the area stressed in the magnet program.

To secure enrichment opportunities for students by providing internships in the field, allowing students to work with outstanding women and men in that field.

Objectives for the Systemwide Magnet Program

Magnet program coordinators were also asked to summarize what they thought the objectives should be for the overall APS magnet program. Not surprisingly, there was substantial overlap and interaction between what coordinators saw as appropriate objectives for their own specific programs and what they believed the system should be doing for magnet students more generally. Many objectives were cited frequently, but some of the objectives below (roughly, those in the bottom third of the list) were cited by only one or two coordinators. Whether all coordinators would agree that any one objective on the list below is appropriate for the whole system cannot be determined without further research. Overall objectives cited for the APS magnet program, approximately in the order of citing frequency, are as follows:

To provide a choice of programs of excellence that concentrate on a specific theme for Atlanta high school students.

To provide intensive preparation for postsecondary study in specific areas.

To increase students' awareness of a variety of career opportunities.

To improve students' basic skills, especially communication skills.

To increase the percentage of students who receive both a strong basic academic program and a specialty enrichment program.

To strengthen the commitment of the community and industry to the youth of Atlanta (and to improve relationships between school and community).

To offer students an opportunity to make intelligent choices early in their lives about what they would like to become.

To increase students' awareness of their freedom and responsibility by involving them in important decisions about their own educations.

To provide students an opportunity to recognize their self-worth and identity--and to experience success.

To provide entry level training in specific career areas.

To offer specialized opportunities for some students with identifiable interests.

To encourage an equitable distribution of good students throughout the system.

Adequacy of Facilities and Equipment

Coordinators were asked to rate the facilities and equipment available for their programs, specifically including classrooms, laboratories, computers, other specialized equipment, and other miscellaneous items. Possible ratings for each of these categories were "Excellent," "More than Adequate," "Adequate," "Less than Adequate," "Poor," and "Not Applicable." The average rating for each category was very close to "Adequate" (ratings for classrooms and computers averaged somewhat above "Adequate," while ratings for other specialized equipment averaged slightly below "Adequate"). In this case, however, averages are somewhat misleading, since some coordinators rated some facilities and equipment quite high or quite low. For two magnet programs the ratings were "Excellent" for every category, but three coordinators gave at least two different categories for their programs a "Poor" rating. All four major categories were rated as "Excellent" by at least two different coordinators, but all categories also included at least one program where the coordinator rated that category as "Poor," except for the computers category (where the worst rating was "Less than Adequate").

Involvement of Magnet Students in the School

In general, magnet students take at least some of their classes with nonmagnet students, and a slight plurality of the magnet coordinators do not recommend that magnet students be more segregated from others. Among the four who do recommend such separation, one recommended that nonmagnet students should not be in some magnet classes because of the heavy workload in these classes. According to this coordinator, the problem is that nonmagnet students tend to be unhappy about having to do the extra work without getting the advantages the magnet students get. Three coordinators did not respond to the part of the question regarding the desirability of keeping magnet students relatively segregated within the school.

Coordinators were asked to indicate how well magnet students are represented in nonmagnet activities (other than classes) at the school. With some exceptions, magnet students are apparently represented roughly proportionally in most such activities. In sports (intramural and intermural), band, chorus, and social elections (prom queen, etc.), magnet students at most Atlanta high schools are neither underrepresented nor overrepresented. No more than two or three coordinators in any of these categories indicated disproportionate representation of magnet students, and in most of these cases the disproportion was balanced by the opposite disproportion in one or two other schools. The two areas where a large number of coordinators did cite disproportionate representation were both areas where magnet students are apparently often overrepresented: student government (six coordinators cited overrepresentation, one underrepresentation, and one indicated that she/he did not know) and academic competitions (such as science fairs), where ten coordinators indicated overrepresentation, only one checked "about same proportion as others," and only two indicated that magnet students are underrepresented at that school. Three coordinators cited other activities, such as "debate" or "club leadership," where magnet students are overrepresented.

Percentage of Magnet Students from Outside the School's Assigned Attendance Zone

One way to characterize a magnet program is in terms of the proportion of magnet students from parts of the city other than the attendance zone for the high school (and from outside Atlanta). It must be remembered that this measure is affected by the effectiveness of publicity for the program as well as by

academic effectiveness, and that newer, less well established programs are unlikely to be able to attract students from outside their own zone at first. The range of percentage of students from outside the school's attendance zone was from none (reported by two coordinators) to 67 percent (also reported by two coordinators). The average for all 13 programs was 41 percent of the students from outside the school's assigned zone, with newer programs in general having higher proportions, as expected, from within their own areas. Eight of the 13 coordinators reported that half or more of their students lived in the zone (and thus would have attended that high school even if not enrolled in a magnet program).

Admissions Criteria

Admissions criteria are set by a selection committee for each program, and are somewhat different for each program. With one exception, all programs have several specific standards which must be met. The exception is a program whose coordinator indicated that the admissions guidelines there are open, depending primarily upon a student's willingness to accept a great deal of work in several different areas. The other 12 coordinators cited a variety of combinations of admissions requirements, including: a minimum grade point average in all previous courses (nine programs); a minimum grade point average in specific subjects or areas (four programs); specific prerequisite courses (one program); minimum scores on various standardized tests (eight programs); an indication of some kind from the student of strong interest in the specialization or of appropriate career objectives (eight programs); an audition (one program); an interview (three programs); and teacher or counselor recommendations (six programs).

The coordinators of the magnet programs are nearly evenly divided on whether admissions criteria differ for different tracks or subprograms (seven reported differing sets of requirements within their programs), on whether there have been changes in admissions requirements since they became coordinators (again, seven responded yes), and on whether changes in requirements are needed (six indicated changes are needed, and one indicated criteria are being reviewed now). Despite this even division on the question of the need for changes, coordinators in general seem to be satisfied with admissions requirements. While one or two responses were somewhat ambiguous, all who did suggest specific changes cited a need for fairly minor adjustments rather than major ones.

Strengths and Problems (and Suggested Solutions)

The strengths and problems of specific magnet programs and of the APS systemwide magnet program, as well as suggested solutions for the problems, were addressed by several different questions on the questionnaire for the magnet coordinators. The answers given by the coordinators were extensive, thoughtful, complex, and varied enough to defy any easy synthesis. This section of this report will nevertheless summarize the coordinators' responses to each of the questions related to the general topic. In each case the item from the questionnaire will be given, as a subheading, followed by the summary of responses to that item.

What actions, if any, have been taken to increase cooperation and communication between magnet and nonmagnet students? Between magnet and nonmagnet staff?

Responses of coordinators when questioned about actions taken to increase cooperation and communication at their respective schools varied from citing specific actions taken (in a few cases), to assertions that there was no problem of this sort at a school, to descriptions of specific interactions between magnet and nonmagnet students and faculty. Most--but not all--responses indicated little or no major problems of cooperation and communication at the respective schools.

What impact, if any, has the magnet program had on the total school program?

When information about each program's "impact" on its high school was sought, virtually all coordinators responded, though to varying degrees, that the programs have had a great positive impact on the schools in which the programs are located. This ranged from assertions that the program had carried or in some way saved the school to statements indicating that a given program, although new, was beginning to have a positive effect.

Please describe briefly the greatest strength(s) of your magnet program.

Specifics of what was cited as a program's greatest strength varied with every program. In general there was substantial emphasis by a majority of coordinators on community resources and the magnet's area specialization (industry or academic field) resources, on strong academic curricula, and on academic excellence in general. A minority of coordinators (in some cases only one or two) cited such

strengths as an effective principal, a good instructional staff, their facilities, individualized instruction, or the high quality of the magnet students themselves.

Please describe briefly the biggest problem for your magnet program (along with suggested solutions, if any).

Like the strengths, the problems of individual magnet programs were at least somewhat different for each program. Some coordinators suggested more support staff are needed, since they (the coordinators) lack sufficient time and resources to do what is required of them. Some complained of a lack space, no telephone, inadequate equipment, duplication of program offerings, and inadequate ability to attract students. Many cited problems with scheduling, with the need to raise funds and/or budget problems, with difficulties in recruiting (including access to all eighth grade students in the system), and with inadequate public relations.

Please describe briefly the greatest strength(s) of the systemwide APS Magnet Program.

Magnet program coordinators cited a wide variety of systemwide strengths, including: the high quality of students attracted to magnet programs; the enhanced ability of the system (because of magnet programs) to provide strong, academic curricula; the opportunities the program provides students for a variety of educational choices; early career preparation for students; the existence of the magnet program as an effective vehicle for community and industry participation and support of the schools and students; and the availability of dedicated and expert magnet program coordinators.

Please describe briefly the major weaknesses of the systemwide APS Magnet Program (along with suggested solutions, if any).

While there was a wide variety of responses (just as with earlier items) to a request for a description of systemwide weaknesses, there seemed to be much more of a consensus on most problem areas systemwide. Most of the magnet coordinators cited a need for better systemwide coordination of some aspects of the APS magnet program, especially in five areas of need:

1. Better public relations and communication, both with potential students and their parents and with the community at large.

2. Clearer guidelines and procedures for recruiting for the magnet programs, including better access to eighth grade students at middle schools and at those high schools with eighth grade students.

3. Better budgeting/financing of the programs, both in terms of amounts of APS monies available (a number of coordinators cited such funds as inadequate) and with regard to fund-raising guidelines and the need for assistance in raising funds.

4. Better general coordination at the central level, including (according to at least one coordinator explicitly and others implicitly) the need for better monitoring and supervision of the relationship between principals and magnet program coordinators.

5. Better cooperation among magnet program coordinators, probably in some official or formal way.

Other systemwide problems cited by at least one or two coordinators included: the tendency of magnet programs to lead to concentrations of most of the best students at only a few high schools; transportation problems for students; and the need for additional support personnel (such as a secretary for the magnet program, for example). Two coordinators did not cite any systemwide problems relating to the APS magnet program.

STUDENT QUESTIONNAIRES--MAGNET AND NONMAGNET STUDENTS

In spring 1987 students at all 13 Atlanta high schools with magnet programs were asked to complete a brief scan-form questionnaire with questions on the program at their school and on the APS magnet programs in general. Except for a few initial questions to verify grade classification and magnet program enrollment status, items were Likert format statements with five possible response categories: "Strongly Agree," "Agree," "Disagree," "Strongly Disagree," and "Neutral or No Opinion." For the purposes of the discussion below, the two agree categories were collapsed into simply "Agree," with disagree categories treated similarly. The students who were requested to complete this form were all of the students in the highest classification (usually seniors) enrolled in each magnet program, while an approximately matched sample of students not enrolled in the magnet program were asked to complete a parallel but shorter form. Nine statements were presented to both magnet and nonmagnet students who participated, and it is these nine items that are discussed in this section of this report. (Responses of students to statements which only magnet students assessed are summarized in the following major section of this report.) A total of 797 student questionnaires were returned, 447 from students in magnet programs and 350 from nonmagnet students. No magnet student questionnaires were received from

Brown High School or from Therrell High School; no nonmagnet student questionnaires were received from Brown High School. Unfortunately nearly a fourth of the students systemwide who did return questionnaires did not follow instructions carefully on the major section of the questionnaire, and only 619 questionnaires were fully usable (411 from magnet program students, 208 from nonmagnet students). The discussion of results in this section of this report is based on the 619 valid questionnaires. Unless otherwise noted, discussion is also based only on the responses of students who expressed an opinion on a particular question, and percentages are based only on those expressing opinions. A detailed breakdown of agree/disagree responses to the nine statements, by school and magnet/nonmagnet status, is included in Appendix B.

Since magnet students who participated in this research were not chosen with any form of probability sampling, testing of statistical significance of any results is not completely justifiable under the narrowest interpretation of statistical assumptions. Nevertheless, differences between magnet and nonmagnet students' responses were tested for significance (using chi square and setting the level of significance at $p \leq .05$), on the assumption that the respondents constitute a reasonably representative sample of both groups. Wherever the term "*significant*" (or "*significantly*"--but not "substantial," etc.) is used in the discussion that follows, it is used in the statistical, technical sense of the term, and suggests only that we do apparently have enough evidence to conclude that there is indeed a difference. It does not necessarily imply that the difference in question is of practical or theoretical importance. Where a result or difference is not labelled as "*significant*," it should be understood that such result or difference was present in the sample, and may be present in the population, but that there is not enough evidence to be reasonably sure that it is.

Since it was expected that there might well be differences in student responses related to how well established a particular program is, statistical correlations of the responses to each item by the magnet students with a measure of how long each program has been in existence were made. (The mean years in operation for the 13 programs, as of the end of the 1986-87 school year, was 5.8 years.) The correlation computed for these relationships was Kendall's tau-*b*, since the measures of magnet student opinion were

necessarily nonparametric. These correlations, which were tested for statistical significance using a two-tailed test and the same level of significance ($p \leq .05$) as for differences between magnet and nonmagnet students, are reported on as appropriate in the sections which follow.

Differences in return rates from the three APS administrative areas roughly parallel the different proportions of schools with magnet programs in the respective areas. Thus, Area III was substantially better represented (with 52 percent of the magnet student questionnaires and 43 percent of the nonmagnet responses), Area I was second (with 36 percent of the magnet questionnaires and 40 percent of the nonmagnet responses), and Area II had the fewest responses (12 percent of the magnet student responses and 17 percent of the nonmagnet student responses).

Awareness of APS Magnet Program Information

Because it was considered crucial to the effectiveness of the systemwide magnet program, awareness of the program and of student options at the end of the eighth grade (when decisions to apply for magnet programs are made) was measured with two different items for both groups of students. It should be pointed out that the awareness in question was on the part of these students when they were in the eighth grade, while the time of measurement is much later (most were seniors when they responded). Hence recollection of awareness is what is being measured, rather than awareness *per se*. Of those nonmagnet students who expressed an opinion, 59 percent agreed that they were "aware of what Atlanta magnet programs were available before I left eighth grade," while 74 percent of the magnet students agreed with the item (the difference is *significant*). Differences by high school on this statement were striking in some cases. For example, only one of the nonmagnet students at one school indicated such awareness in the eighth grade, while 86 percent of the nonmagnet students at another school agreed with the statement. The lowest proportion of nonmagnet students agreeing was only 45 percent at one school. For the other high schools the percentage of nonmagnet students agreeing was close to the system's 59 percent. At most of these high schools a majority of magnet students did indicate awareness of the programs by the end of the eighth grade. Students at three schools (where the percentages agreeing were 20 percent, 20 percent, and 37 percent) were the exceptions. In general, students at schools with a

magnet program that had been established for longer were more likely to agree that they had known about the magnet programs. The correlation between the magnet students' recollections of awareness and the length of time their programs had been established was -0.31, indicating that in the sample students in older programs were somewhat less likely to recall being aware of what magnet programs were available. The relationship was *nonsignificant.*

The other statement designed to measure this awareness (and the related need for more information) was "Eighth grade students (and parents) need more information about Atlanta magnet programs." Of nonmagnet students, 90 percent agreed that more such information is needed, while 92 percent of the magnet students agreed (not a *significant* difference). Large majorities of magnet and nonmagnet students in every reporting high school agreed with this statement (unanimously in a few cases). The correlation between magnet students' agreement that students and parents need more information and how long their programs had been established was weak but positive (0.29), suggesting that for this sample students in older programs are somewhat more likely to agree. The relationship was *nonsignificant.*

Student Opinion on the Quality of Magnet Program and Teachers

Teachers who teach in the magnet program have at least as good a reputation (as teachers) as do nonmagnet teachers, according to substantial majorities of both magnet and nonmagnet students at every high school reporting (*significantly* more of the magnet students systemwide agreed). The overall percentage (of those expressing opinions) agreeing that this is true was 91 percent of the magnet students and 78 percent of the nonmagnet students. A fairly weak positive correlation (0.35--*nonsignificant*) was found between years the program had been established and magnet students' degree of agreement with this item.

Career opportunities are better for magnet students than nonmagnet students, according to a majority of the magnet students, but are not any better in the opinion of a majority of nonmagnet students (the difference was *significant*). The overall proportion of magnet students agreeing that their career opportunities are better was 64 percent, while only 38 percent of nonmagnet students agreed. In both categories there were substantial differences in responses from one high school to another. For example, a majority of nonmagnet students at three high schools agreed. There was only one high school where a majority of magnet students did not agree that magnet students have better career chances (where only 21 percent agreed with the majority of their nonmagnet colleagues). The largest proportion of magnet students agreeing that their career opportunities are better was 88 percent at one high school. Correlation between agreement on this item by magnet students and length of their program's existence was a weak, positive, *nonsignificant* correlation (0.19).

Most students in both categories (magnet and nonmagnet) at nearly all reporting high schools agree that "having the magnet program at this school improves the school for all students." Sixty-seven percent of the nonmagnet students and 78 percent of the magnet students (the difference is *significant*) agreed that this is true. At least 55 percent of the magnet students at each high school agreed, with majorities of nonmagnet students in agreement except at four high schools, where the percentages in agreement were 43 percent, 27 percent, 44 percent, and 50 percent (4 out of 8 students that responded) of the nonmagnet students. Once again the correlation between the level of agreement with the statement of magnet students and the overall duration of their program was weak, positive and not sufficient to conclude reasonably that enough evidence exists to accept that such a relationship exists in the whole population.

Opinion was *significantly* divided as to whether "The nonmagnet courses at this school are at least as challenging as the magnet courses." Among the magnet students, 54 percent agreed with this statement, while 70 percent of the nonmagnet students agreed. In only two schools did less than a majority of the nonmagnet students agree that nonmagnet courses were as challenging as magnet courses. Less than 50 percent of magnet students agreed in only three schools, where the percentages agreeing were 33 percent, 23 percent, and 29 percent. There is not enough evidence to conclude that length of existence of the

program is related to agreement among magnet students on this item (tau-*b* = 0.47; p = .06). It is possible that changing the wording of the question (so that students were asked if magnet courses were more challenging) would have yielded clearer results.

Magnet/Nonmagnet Conflict

Two statements were presented to determine whether the magnet programs are involved in conflict among students at high schools which have magnets. One asked students directly to agree/disagree that "having the magnet program at our school has caused conflicts among the students," while another asked students to respond to the idea that "Students in the magnet program get too much attention and emphasis at this school."

Somewhat surprisingly, magnet students were more likely (but not *significantly* so) than nonmagnet students to see the magnet program as a source of conflict: 39 percent of the magnet students agreed that the program has caused conflicts among students, while only 34 percent of the nonmagnet students agreed with the statement. In only two of the high schools from which students responses were received was the percentage of nonmagnet students agreeing as high as 50 percent, and in both cases the percentages were only slightly higher than 50 percent. Most magnet students at both of those schools also saw the magnet program as a source of conflict (56 percent and 62 percent agreed). The magnet students at one other school who responded with an opinion were evenly divided on the statement, while a majority of magnet students at the remaining schools disagreed. There is not enough evidence to conclude that length of existence of the program is related to agreement among magnet students on this item (tau-*b* = -0.19).

On the statement calling for student opinion on whether magnet students get more than their share of emphasis and attention, majorities of both magnet and nonmagnet respondents disagreed that magnet students get more than their share. Not surprisingly, the proportion who did agree was *significantly* higher among nonmagnet students (46 percent versus 27 percent for the magnet students). A majority of

nonmagnet students from five different high schools expressed apparent dissatisfaction with the magnet students or program by agreeing with this statement. A majority of magnet students at all schools with students responding disagreed with the statement, although for one school it was fairly close to an even split (46 percent agreed, 54 percent disagreed). There is not enough evidence to conclude that length of existence of the program is related to agreement among magnet students on this item (tau-*b* = -0.19).

More Elective Choices

Because at least one or two magnet program coordinators have indicated that a seven-period day, allowing more choices of electives, would be useful for their magnet students, student opinion on such a schedule was sought. Most students, magnet and nonmagnet, who expressed an opinion disagreed with the idea that seven periods would be a desirable scheduling arrangement, but the proportion agreeing varied a good bit from school to school. Only 39 percent of the nonmagnet students and 37 percent of the magnet students systemwide agreed. A majority of nonmagnet students at three schools agreed, while a majority of magnet students at two schools agreed. There is very little evidence to suggest that it would be reasonable to conclude that length of existence of the program is related to agreement among magnet students on this item (tau-*b* = -0.02).

STUDENT QUESTIONNAIRES--ITEMS FOR MAGNET STUDENTS ONLY

As noted in the preceding section of this report, magnet program participants were asked to respond to some statements in addition to the items with which all students were asked to express agreement or disagreement. Such responses are the primary subject of this section. As with the earlier section, for the purposes of the discussion below the two agree categories were collapsed into simply "agree," with disagree categories treated similarly, except as noted. There were no responses from students in the magnet programs at Brown or Therrell. All seven additional statements were designed to elicit different aspects of the magnet students' general evaluation of the program in which they are

enrolled. No discussion of statistical significance is appropriate with respect to how strongly the students agreed with the statements, since the magnet students responses all came from an entirely self-selected sample (out of a group considered to be the most important representatives of the program--all of the students in the highest classification in the program, who presumably had the most experience on which to base opinions). For none of the statements was there any *significant* relationship between agreement with the item and how long the students' programs had been established; for all seven statements, correlations were quite weak (the highest absolute value was only 0.17) . A detailed breakdown of agree/disagree responses for the seven items, by school, is included in Appendix C.

Increase in Chances for Career of Choice and College

Three statements sought to permit measurement of students' perceptions of the contribution, if any, of the magnet program to their own futures. One of these dealt with the likelihood of successfully entering a student's chosen career, another with the student's chances of going to college, and a third with whether the student plans to "study or work in the area emphasized by this magnet after I leave high school." It should be noted that a student could well conclude that a magnet program was quite worthwhile even though she/he does not plan future study or work in the field emphasized by the program. This is probably more likely to be the case for magnet programs which do not focus primarily on a career field. Since the responses sought on the first two items were in terms of whether the magnet program "increased" the student's chances, it should also be remembered that a disagreement did not necessarily mean the student thought that she/he will not enter the career field and/or college--only that she/he did not agree that the magnet program contributed to the likelihood thereof.

A substantial majority of students in all but one of the magnet programs with respondents to this survey concluded that the program did increase their chances of going to college. Overall 77 percent of the students agreed with this item, and 39 percent indicated they "strongly" agreed. While only 35 percent of the magnet students at one school agreed, at least 60 percent of the students in the other ten programs agreed. All of the students in the program at one school agreed that the program increased their chances of going to college, and all but one student in the programs at two other schools did so.

A similar overall majority of students--76 percent--agreed that the magnet program increased their "chances of having the career I want." As with the previous item, majorities agreed at all but one high school. For this statement, the high school where students differed from the general trend was one where only 39 percent agreed with the statement. The percentage agreeing at the other high schools ranged from 58 percent to 100 percent.

Most magnet students--in this case a majority at all but two of the schools from which responses were received--expect to "study or work" in the magnet's specialty after high school. Overall the percentage agreeing was 70 percent, with only two schools with a majority disagreeing. The proportions agreeing at the other nine programs ranged from 59 percent to 100 percent.

General Assessment of Programs by Students Enrolled in Each

Four of the additional statements were included to give the magnet students an opportunity to express in four different ways a general assessment of the program in which they are enrolled. One sought students' agreement or disagreement with the simple statement that "I have enjoyed being in the magnet program at this high school," one was designed to probe for any students' regrets at her/his particular choice of magnet programs, one tested student opinion on whether the program "is a major advantage for the students who enroll in it" (probably the single clearest indicator of a student's opinion of the program), and one asked each student to assess whether being in the program led to an increase in her/his own learning.

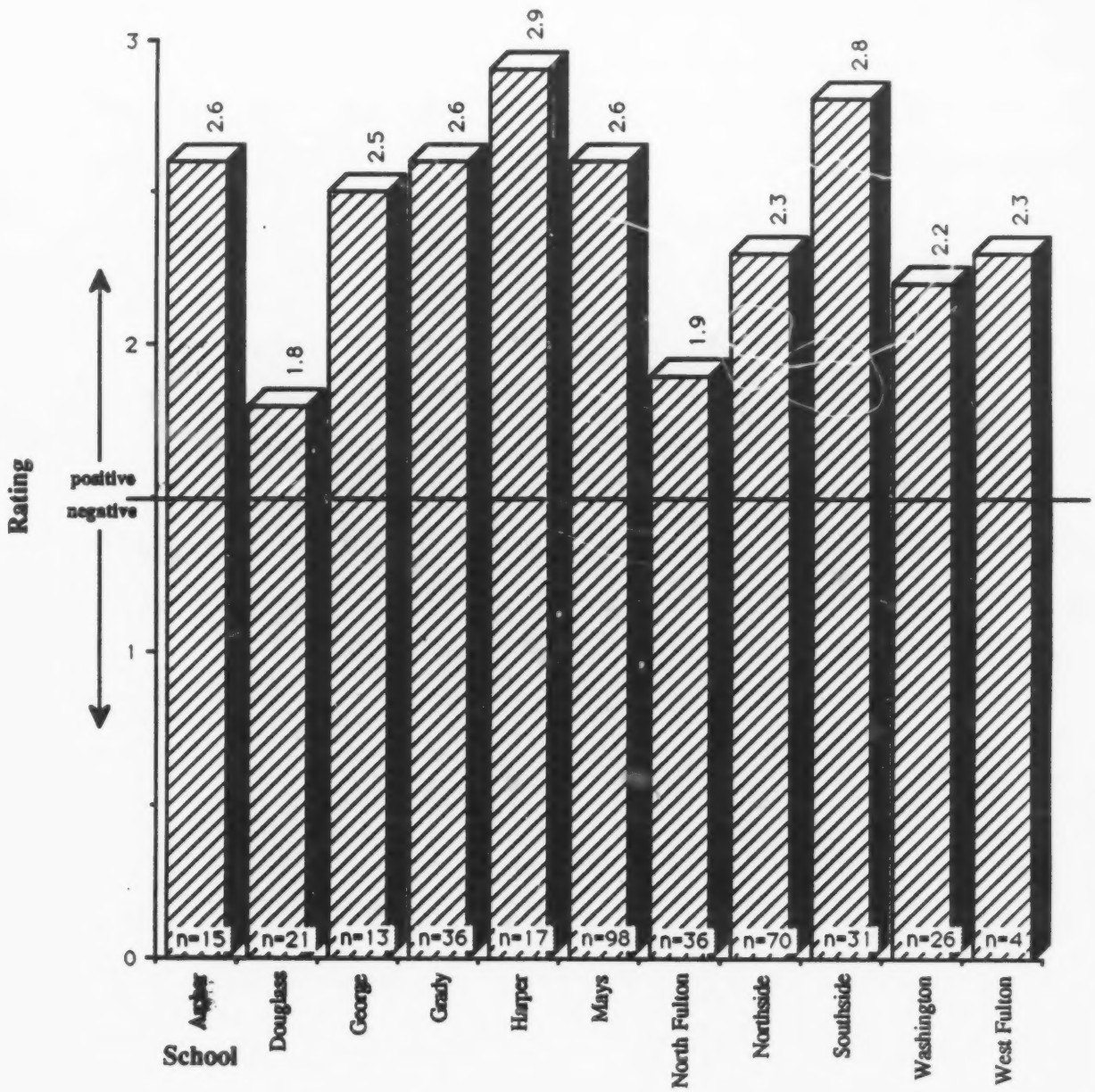
Nearly all students in magnet programs at high schools in the Atlanta Public Schools have enjoyed being in the magnet program. Systemwide, 93% agreed that they had, with over three fourths of the responding students at each school agreeing. At three schools the magnet students were unanimous in agreeing with the statement.

A somewhat smaller number of magnet students systemwide are confident that the specific magnet program in which they are enrolled is the best such program for them, but the number is still a solid

majority of magnet students (75 percent systemwide). Only 25 percent systemwide agreed that "Some other magnet program would have been better for me than this one." At only one high school with responding students did a majority of students agree: at that school 96 percent agreed. Less than 40 percent of the students at each of the other schools agreed, and at two schools no magnet student agreed.

On the statement which is probably the best single measure of student opinion on the programs, dealing with whether the program is "a major advantage" for students, a large majority--91 percent--systemwide agreed that the program in which they are enrolled is such an advantage. All responding magnet students in five programs agreed with the statement, and the lowest percentage agreeing was 57 percent (at one school). Because this item was considered a key measure, information on it is presented in Figure 1 (on the following page), which shows the average rating on this item by magnet students at each school. Since the average rating is based on a score of three for "Strongly Agree," two for "Agree," one for "Disagree," and zero for "Strongly Disagree," any average rating above 1.5 represents an overall positive rating by the students--and the ratings shown for each program are all positive. The average ratings of magnet programs which were rated the highest by this measure had average ratings of 2.9, 2.8, and 2.6 (at three schools).

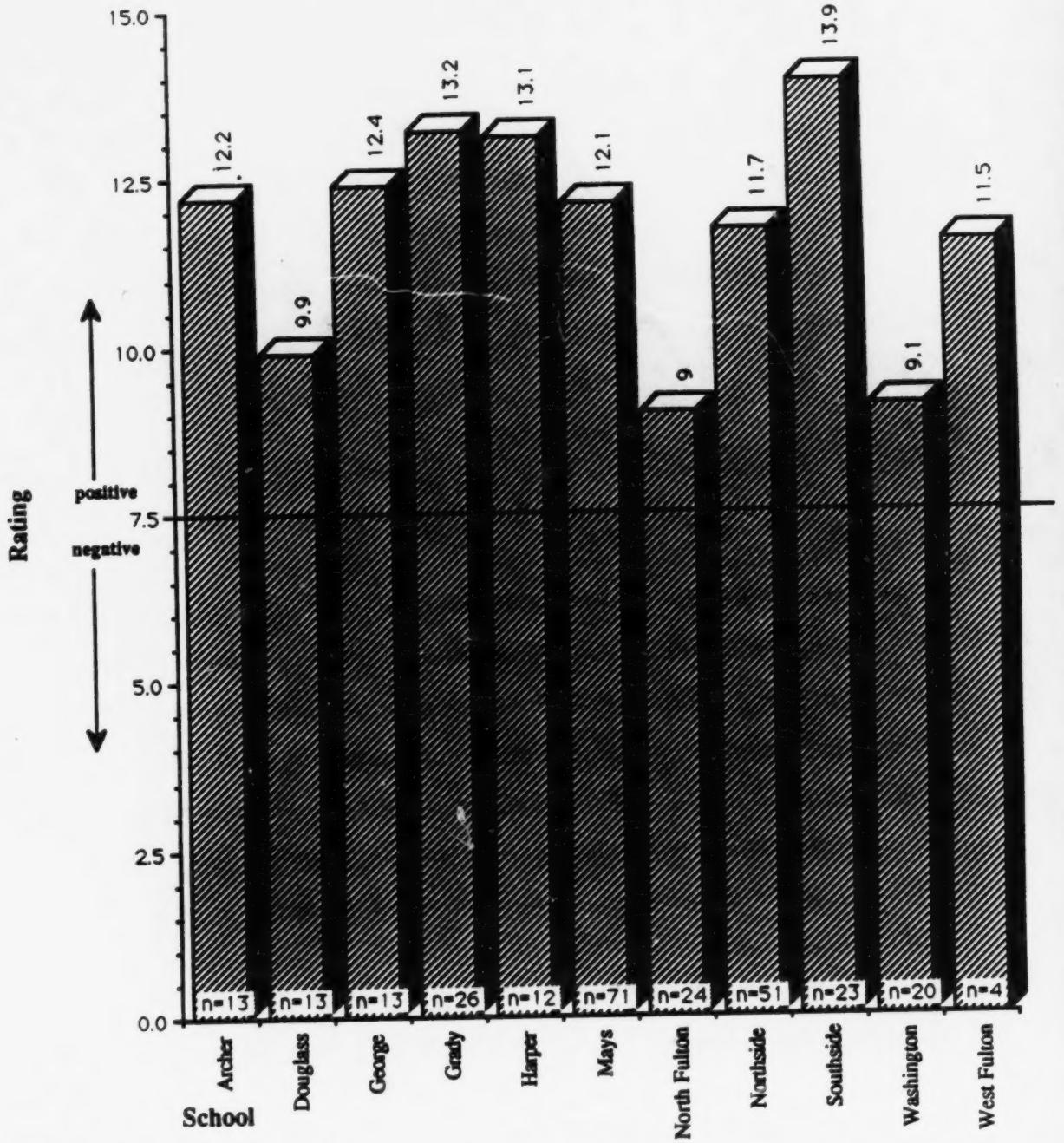
Figure 1. Magnet Student Ratings--"Major Advantage"



A large majority (80 percent) of magnet students systemwide agreed that they had learned more than if they had not been enrolled in the magnet program. Only one program had less than a majority

agreeing--and 48 percent of the responding students there agreed. All responding students at two of the schools agreed.

Figure 2. Magnet Student Ratings--Composite



An overall composite rating of the program by the students enrolled in it was created by summing the responses to the four questions discussed above and to one statement included in the discussion on statements presented to both magnet and nonmagnet students (on teacher reputations). For four of the five statements included in this rating, students' responses were scored as three for "Strongly Agree," two for "Agree," one for "Disagree," and zero for "Strongly Disagree." For the remaining statement, on whether another magnet program would have been a better choice for the student, the scoring was reversed (three for "Strongly Disagree," etc.). This means that a student's rating of her/his program could range from a low of zero to a high of 15, with any total rating over 7.5 representing an overall positive assessment of the program. The results, which are displayed in Figure 2 on the previous page, suggest that the average composite rating for magnet students at all 11 programs is positive. The programs with the highest such ratings had average composite ratings of 13.9, 13.2, and 13.1.

CONCLUSIONS AND RECOMMENDATIONS

Most magnet program instructional coordinators, most magnet program students, and most nonmagnet students (at least on the most important points) agree that the Atlanta Public Schools magnet programs are meeting the educational needs of their students. There are problems, and there are some coordinators and some students who view those problems as more serious than the majority of their colleagues, and almost everyone agrees that there is a need for improvement, but the most fundamental conclusion of this evaluation has to be that the programs are succeeding. The following recommendations, based on the results of the survey research reported on here, should be considered in the light of this fundamental conclusion.

Better Systemwide Systematic Information on Programs Needed

The single most pressing need, according to nearly all respondents to this research, is for better information about the programs to be made available. The need for such information is especially acute for

eighth grade students and their parents (beginning early in the eighth grade), but the need is present in a more general sense as well. Better communication about these programs with the public at large would be likely to improve the reputation of the Atlanta Public Schools in general, and could increase the number of Atlanta high school students choosing public education over private education (students in metropolitan Atlanta outside the APS district boundaries would also be more likely to be attracted to Atlanta high schools). It is recommended that someone at the system level have, as a major part of her/his job, official responsibility for keeping the public informed about the magnet programs of APS, and that this person should be especially charged with devising a systematic way to insure that all eighth grade students and their parents be informed about all options regarding magnet programs.

More Systemwide Coordination of Recruiting Needed

A very close second, or in some cases a first, priority for improvement, according to most of the magnet program coordinators, is a more systematic and reasonable process for recruiting students for the magnet programs. At the least, clear systemwide guidelines on recruiting, specifying responsibilities and authority of everyone involved, especially of eighth grade guidance counselors, should be formulated. It may well be that someone at the system level should have, again as a major part of her/his job, responsibility for systemwide recruiting for all magnet programs--assisted by and in cooperation with the individual program coordinators. There is strong support, at least among most magnet program coordinators, for a system-sponsored "Magnet Fair" to be held in a central location during a school day, but extending into the evening to accommodate interested parents. Ideally all interested eighth grade students should be provided school transportation to the event.

Clearer Specification of Administrative Relationships Needed

Based both on reports of successes and on reports of problems, it is clear that a crucial component of a successful magnet program is an effective working relationship between the coordinator of the magnet program and the principal of the school where it is located. Administrative guidelines on the exact nature of this relationship--including specifics of the responsibilities and powers of both principal and

coordinator--needs to be clarified and the central system administration (or area superintendent) needs to monitor the relationship in each program to assure that the guidelines are being implemented. In particular it needs to be specified how much and in what ways the magnet program should be integrated into the school's program in general, how different (if at all) the magnet program should be from other programs, and how the budget and staffing for the magnet program is to be administered. For example, it should be clear whether funds budgeted for the magnet program can be used by the principal for more general purposes. Remedies need to be established for dealing with situations where such administrative procedures are apparently not being followed.

Clearer Specification of Systemwide Goals and Purposes for Magnet Programs Needed

While there seems to be relatively good agreement throughout the system on the goals and purposes of the systemwide magnet program, these goals and purposes need to be spelled out more clearly. In particular, resolution of differences on whether the systemwide program has as a goal "to encourage an equitable distribution of good students throughout the system," on whether providing "entry level training in specific career areas" should necessarily be a part of each magnet program's mission, clarification of the relationship of the purposes of a given magnet program to the purposes of the other magnet programs (and other programs, such as vocational education), and clearer guidelines on budgets and fund-raising practices are needed.

Structure for Better Cooperation of Magnet Program Coordinators Needed

A number of coordinators indicated that there is a strong need for better cooperation among themselves, probably including an opportunity for regular meetings of the coordinators to discuss mutual problems and exchange ideas about solutions. In particular, new coordinators need better systematic, structured support from their colleagues. A council of all magnet program coordinators should be established, with at least the authority to recommend, as a group, needed changes in systemwide guidelines regarding magnet programs and related procedures (such as guidelines on students' schedules).

The council should be given at least minimal administrative support (to facilitate setting up meetings, getting recommendations written up and published, and otherwise provide for the coordination necessary for the council to function).

Overall Recommendation--Systemwide Coordinator Needed

It is recommended that a systemwide coordinator for the APS magnet program be appointed to be responsible for effecting the solutions cited above, and to otherwise better organize the APS systemwide magnet program.

Ed Buckner
DCRS/R&E
March 1988

APPENDICES

APPENDIX A: MAGNET PROGRAMS, ATLANTA PUBLIC SCHOOLS

High School	Program	Year Established
Archer	Center of Retailing	1985
Brown	Center for Health Professions	1986
Douglass	Center for Applied Technology	1983
Fulton*	Program for Teaching & Instructional Technology	1987
George	Center for Studies in Transportation Careers	1984
Grady	Communication Magnet	1981
Harper	Center for Financial Services	1981
Mays	Academy of Science and Mathematics	1981
North Fulton	Center for International Studies	1981
Northside	School of the Arts	1974
Southside	Academy for Information Processing	1981
Therrell	Center for Law and Government	1985
Washington	Center for the Humanities	1983
West Fulton	Center for Hospitality	1984

*not included in this evaluation

APPENDIX B: DETAILS OF RESPONSES TO STUDENT QUESTIONNAIRES MAGNET AND NONMAGNET STUDENTS

Details of responses for each statement included in the questionnaires for both magnet and nonmagnet students are included in this appendix. "Strongly Agree" and "Agree" are collapsed in these tables, as are the two disagree categories. Numbers in parentheses are the number of students who responded in that category. Percents are based only on students who expressed a preference (those who omitted the item or indicated that they had no opinion are not included in these tables). Percents do not sum to 100 in all cases because of rounding. Where the word "Totals" is marked with an asterisk (*) the differences between percentages of magnet students and nonmagnet students systemwide who agreed with the statement was statistically significant ($p \leq 05$).

Statement: "I WAS AWARE OF WHAT ATLANTA MAGNET PROGRAMS WERE AVAILABLE BEFORE I LEFT EIGHTH GRADE."

	Magnet Students		Nonmagnet Students	
School	AGREE	DISAGREE	AGREE	DISAGREE
Archer	20% (3)	80% (12)	10% (1)	90% (9)
Douglass	65% (17)	35% (9)	58% (11)	42% (8)
George	85% (11)	15% (2)	64% (7)	36% (4)
Grady	83% (30)	17% (6)	64% (9)	36% (5)
Harper	53% (9)	47% (8)	61% (11)	39% (7)
Mays	87% (93)	13% (14)	86% (24)	14% (4)
North Fulton	60% (21)	40% (14)	57% (8)	43% (6)
Northside	81% (59)	19% (14)	60% (9)	40% (6)
Southside	85% (28)	15% (5)	45% (9)	55% (11)
Therrell	No responses		63% (5)	38% (3)
Washington	37% (7)	63% (12)	56% (9)	44% (7)
West Fulton	20% (1)	80% (4)	56% (5)	44% (4)
TOTALS*	**74% (279)**	**26% (100)**	**59% (108)**	**41% (74)**

Statement: "THE MAGNET PROGRAM TEACHERS HAVE AT LEAST AS GOOD TEACHING REPUTATIONS AS OTHERS DO."

	Magnet Students		Nonmagnet Students	
School	AGREE	DISAGREE	AGREE	DISAGREE
Archer	86% (12)	14% (2)	89% (8)	11% (1)
Douglass	85% (22)	15% (4)	59% (10)	41% (7)
George	100% (11)		80% (8)	20% (2)
Grady	100% (35)		81% (13)	19% (3)
Harper	93% (14)	7% (1)	82% (14)	18% (3)
Mays	90% (96)	10% (11)	93% (25)	7% (2)
North Fulton	80% (32)	20% (8)	77% (10)	23% (3)
Northside	88% (65)	12% (9)	57% (8)	43% (6)
Southside	100% (33)		81% (17)	19% (4)
Therrell	No responses		88% (7)	13% (1)
Washington	96% (24)	4% (1)	85% (11)	15% (2)
West Fulton	100% (5)		56% (5)	44% (4)
TOTALS*	**91% (351)**	**9% (36)**	**78% (136)**	**22% (38)**

Statement: "HAVING THE MAGNET PROGRAM AT OUR SCHOOL HAS CAUSED CONFLICTS AMONG THE STUDENTS."

	Magnet Students		Nonmagnet Students	
School	AGREE	DISAGREE	AGREE	DISAGREE
Archer	40% (6)	60% (9)	8% (1)	92% (11)
Douglass	36% (9)	64% (16)	32% (6)	68% (13)
George	8% (1)	92% (12)	40% (4)	60% (6)
Grady	29% (10)	71% (25)	24% (4)	77% (13)
Harper	50% (9)	50% (9)	33% (6)	67% (12)
Mays	46% (46)	54% (54)	33% (10)	67% (20)
North Fulton	56% (22)	44% (17)	58% (7)	42% (5)
Northside	32% (23)	68% (49)	44% (7)	56% (9)
Southside	24% (8)	77% (26)	32% (6)	68% (13)
Therrell	No responses		25% (2)	75% (6)
Washington	62% (16)	39% (10)	50% (7)	50% (7)
West Fulton	17% (1)	83% (5)	20% (2)	80% (8)
TOTALS	**39% (151)**	**61% (232)**	**34% (62)**	**67% (123)**

Statement: "HAVING THE MAGNET PROGRAM AT THIS SCHOOL IMPROVES THE SCHOOL FOR ALL STUDENTS."

	Magnet Students		Nonmagnet Students	
School	AGREE	DISAGREE	AGREE	DISAGREE
Archer	88% (14)	13% (2)	89% (8)	11% (1)
Douglass	67% (14)	33% (7)	67% (12)	33% (6)
George	77% (10)	23% (3)	57% (4)	43% (3)
Grady	88% (30)	12% (4)	77% (13)	24% (4)
Harper	83% (15)	17% (3)	43% (6)	57% (8)
Mays	83% (87)	17% (18)	85% (23)	15% (4)
North Fulton	55% (21)	45% (17)	27% (3)	73% (8)
Northside	70% (54)	30% (23)	67% (10)	33% (5)
Southside	94% (31)	6% (2)	84% (16)	16% (3)
Therrell	No responses		100% (7)	
Washington	82% (23)	18% (5)	44% (7)	56% (9)
West Fulton	67% (4)	33% (2)	50% (4)	50% (4)
TOTALS*	**78% (303)**	**22% (86)**	**67% (113)**	**33% (55)**

Statement: "MAGNET STUDENTS AT THIS SCHOOL HAVE MORE CAREER OPPORTUNITIES THAN OTHERS HAVE."

	Magnet Students		Nonmagnet Students	
School	AGREE	DISAGREE	AGREE	DISAGREE
Archer	85% (11)	15% (2)	64% (7)	36% (4)
Douglass	21% (5)	79% (19)	53% (9)	47% (8)
George	85% (11)	15% (2)	38% (3)	63% (5)
Grady	79% (26)	21% (7)	56% (10)	44% (8)
Harper	88% (15)	12% (2)	47% (8)	53% (9)
Mays	59% (57)	41% (39)	23% (6)	77% (20)
North Fulton	68% (26)	32% (12)	46% (5)	55% (6)
Northside	56% (40)	44% (13)	7% (1)	93% (13)
Southside	82% (28)	18% (6)	47% (9)	53% (10)
Therrell	No responses	30%	(3) 70%	(7)
Washington	56% (14)	44% (11)	24% (4)	77% (13)
West Fulton	67% (4)	33% (2)	22% (2)	78% (7)
TOTALS*	**64% (237)**	**36% (133)**	**38% (67)**	**62% (110)**

Statement: "THE NONMAGNET COURSES AT THIS SCHOOL ARE AT LEAST AS CHALLENGING AS THE MAGNET COURSES."

	Magnet Students				Nonmagnet Students			
School	AGREE		DISAGREE		AGREE		DISAGREE	
Archer	75%	(12)	25%	(4)	82%	(9)	18%	(2)
Douglass	68%	(15)	32%	(7)	47%	(8)	53%	(9)
George	77%	(10)	23%	(3)	57%	(4)	43%	(3)
Grady	33%	(11)	67%	(22)	44%	(8)	56%	(10)
Harper	53%	(9)	47%	(8)	67%	(12)	33%	(6)
Mays	53%	(56)	47%	(49)	86%	(25)	14%	(4)
North Fulton	23%	(9)	77%	(30)	62%	(8)	39%	(5)
Northside	71%	(49)	29%	(20)	81%	(13)	19%	(3)
Southside	29%	(9)	71%	(22)	79%	(15)	21%	(4)
Therrell	No responses		67%		(6)	33%	(3)	
Washington	70%	(19)	30%	(8)	92%	(12)	8%	(1)
West Fulton	67%	(4)	33%	(2)	67%	(6)	33%	(3)
TOTALS*	**54%**	**(203)**	**46%**	**(175)**	**70%**	**(126)**	**30%**	**(53)**

Statement: "A SCHOOL DAY WITH 7 PERIODS, ALLOWING MORE ELECTIVE CHOICES, WOULD BE BETTER."

	Magnet Students				Nonmagnet Students			
School	AGREE		DISAGREE		AGREE		DISAGREE	
Archer	15%	(2)	85%	(11)	27%	(3)	73%	(8)
Douglass	25%	(6)	75%	(18)	59%	(10)	41%	(7)
George	62%	(8)	39%	(5)	42%	(5)	58%	(7)
Grady	38%	(12)	63%	(20)	50%	(9)	50%	(9)
Harper	13%	(2)	87%	(13)	53%	(8)	47%	(7)
Mays	43%	(40)	57%	(54)	39%	(10)	62%	(16)
North Fulton	30%	(12)	70%	(28)	17%	(2)	83%	(10)
Northside	47%	(36)	53%	(41)	20%	(3)	80%	(12)
Southside	16%	(5)	84%	(27)	44%	(8)	56%	(10)
Therrell	No responses		20%		(2)	80%	(8)	
Washington	38%	(9)	63%	(15)	29%	(5)	71%	(12)
West Fulton	67%	(4)	33%	(2)	60%	(6)	40%	(4)
TOTALS	**37%**	**(136)**	**63%**	**(234)**	**39%**	**(71)**	**61%**	**(110)**

Statement: "STUDENTS IN THE MAGNET PROGRAM GET TOO MUCH ATTENTION AND EMPHASIS AT THIS SCHOOL."

	Magnet Students				Nonmagnet Students			
School	AGREE		DISAGREE		AGREE		DISAGREE	
Archer	13%	(2)	87%	(11)	9%	(1)	91%	(9)
Douglass	8%	(2)	92%	(23)	58%	(11)	42%	(8)
George	8%	(1)	92%	(12)	44%	(4)	56%	(5)
Grady	22%	(7)	78%	(25)	56%	(10)	44%	(8)
Harper	17%	(3)	83%	(15)	29%	(5)	71%	(12)
Mays	40%	(43)	60%	(64)	43%	(12)	57%	(16)
North Fulton	39%	(15)	62%	(24)	64%	(7)	36%	(4)
Northside	27%	(20)	73%	(54)	63%	(10)	38%	(6)
Southside	6%	(2)	94%	(31)	47%	(9)	53%	(10)
Therrell	No responses				100%	(8)		
Washington	46%	(11)	54%	(13)	69%	(11)	31%	(5)
West Fulton			100%	(6)	30%	(3)	70%	(7)
TOTALS*	**27%**	**(136)**	**73%**	**(234)**	**46%**	**(83)**	**54%**	**(99)**

Statement: "8TH GRADE STUDENTS (& PARENTS) NEED MORE INFORMATION ABOUT ATLANTA MAGNET PROGRAMS."

	Magnet Students				Nonmagnet Students			
School	AGREE		DISAGREE		AGREE		DISAGREE	
Archer	100%	(15)			83%	(10)	17%	(2)
Douglass	96%	(22)	4%	(1)	65%	(11)	35%	(6)
George	75%	(9)	25%	(3)	100%	(10)		
Grady	91%	(32)	9%	(3)	95%	(18)	5%	(1)
Harper	94%	(16)	6%	(1)	78%	(14)	22%	(4)
Mays	92%	(95)	8%	(8)	100%	(29)		
North Fulton	90%	(35)	10%	(4)	92%	(11)	8%	(1)
Northside	92%	(68)	8%	(6)	100%	(13)		
Southside	91%	(30)	9%	(3)	95%	(19)	5%	(1)
Therrell	No responses				89%	(8)	11%	(1)
Washington	96%	(25)	4%	(1)	88%	(14)	13%	(2)
West Fulton	100%	(6)			89%	(8)	11%	(1)
TOTALS	**92%**	**(353)**	**8%**	**(30)**	**90%**	**(165)**	**10%**	**(19)**

APPENDIX C: DETAILS OF RESPONSES TO STUDENT QUESTIONNAIRES MAGNET STUDENTS ONLY

Details of responses for each statement which was only included in the questionnaires for magnet students are included in this appendix. "Strongly Agree" and "Agree" are collapsed in these tables, as are the two disagree categories. Numbers in parentheses are the number of students who responded in that category. Percents are based only on magnet students who expressed a preference (those who omitted the item or indicated that they had no opinion are not included in these tables). Percents do not sum to 100 in all cases because of rounding.

Statement: "I HAVE ENJOYED BEING IN THE MAGNET PROGRAM AT THIS HIGH SCHOOL."

(Magnet Students Only)

School	AGREE		DISAGREE	
Archer	93%	(14)	7%	(1)
Douglass	90%	(19)	10%	(2)
George	100%	(13)		
Grady	100%	(34)		
Harper	94%	(16)	6%	(1)
Mays	92%	(88)	8%	(8)
North Fulton	76%	(28)	24%	(9)
Northside	94%	(68)	6%	(4)
Southside	97%	(31)	3%	(1)
Washington	100%	(26)		
West Fulton	80%	(4)	20%	(1)
TOTALS	**93%**	**(341)**	**7%**	**(27)**

Statement: "I PLAN TO STUDY OR WORK IN THE AREA EMPHASIZED BY THIS MAGNET AFTER I LEAVE H.S."

(Magnet Students Only)

School	AGREE		DISAGREE	
Archer	70%	(7)	30%	(3)
Douglass	59%	(13)	41%	(9)
George	100%	(13)		
Grady	73%	(19)	27%	(7)
Harper	88%	(14)	13%	(2)
Mays	73%	(66)	27%	(24)
North Fulton	39%	(11)	61%	(17)
Northside	75%	(45)	25%	(15)
Southside	87%	(26)	13%	(4)
Washington	25%	(5)	75%	(15)
West Fulton	100%	(2)		
TOTALS	**70%**	**(221)**	**30%**	**(96)**

Statement: "SOME OTHER MAGNET PROGRAM WOULD HAVE BEEN BETTER FOR ME THAN THIS ONE."

(Magnet Students Only)

School	AGREE		DISAGREE	
Archer	15%	(2)	85%	(11)
Douglass	39%	(7)	61%	(11)
George	15%	(2)	85%	(11)
Grady	7%	(2)	93%	(26)
Harper			100%	(13)
Mays	30%	(24)	70%	(56)
North Fulton	39%	(11)	61%	(17)
Northside	8%	(5)	92%	(54)
Southside	4%	(1)	96%	(24)
Washington	96%	(23)	4%	(1)
West Fulton			100%	(5)
TOTALS	**25%**	**(77)**	**75%**	**(229)**

Statement: "THIS MAGNET PROGRAM IS A MAJOR ADVANTAGE FOR THE STUDENTS WHO ARE ENROLLED IN IT."

(Magnet Students Only)

School	AGREE		DISAGREE	
Archer	100%	(15)		
Douglass	57%	(12)	43%	(9)
George	100%	(13)		
Grady	100%	(36)		
Harper	100%	(17)		
Mays	95%	(93)	5%	(5)
North Fulton	78%	(28)	22%	(8)
Northside	87%	(61)	13%	(9)
Southside	97%	(30)	3%	(1)
Washington	92%	(24)	8%	(2)
West Fulton	100%	(4)		
TOTALS	**91%**	**(333)**	**9%**	**(34)**

Statement: "BEING IN THIS MAGNET PROGRAM HAS INCREASED MY CHANCES OF GOING TO COLLEGE."

(Magnet Students Only)

School	AGREE		DISAGREE	
Archer	92%	(12)	8%	(1)
Douglass	35%	(8)	65%	(15)
George	100%	(13)		
Grady	87%	(27)	13%	(4)
Harper	88%	(14)	13%	(2)
Mays	86%	(83)	14%	(14)
North Fulton	61%	(20)	39%	(13)
Northside	65%	(43)	35%	(23)
Southside	91%	(29)	9%	(3)
Washington	81%	(21)	19%	(5)
West Fulton	75%	(3)	25%	(1)
TOTALS	**77%**	**(273)**	**23%**	**(81)**

Statement: "BEING IN THIS MAGNET PROGRAM HAS INCREASED MY CHANCES OF HAVING THE CAREER I WANT."

(Magnet Students Only)

School	AGREE		DISAGREE	
Archer	81%	(13)	19%	(3)
Douglass	61%	(14)	39%	(9)
George	100%	(13)		
Grady	87%	(26)	13%	(4)
Harper	100%	(17)		
Mays	81%	(71)	19%	(17)
North Fulton	39%	(13)	61%	(20)
Northside	73%	(48)	27%	(18)
Southside	94%	(29)	6%	(2)
Washington	58%	(14)	42%	(10)
West Fulton	75%	(3)	25%	(1)
TOTALS	**76%**	**(261)**	**24%**	**(84)**

Statement: "I HAVE LEARNED MORE THAN I WOULD HAVE IF I HAD NOT BEEN ENROLLED IN A MAGNET PROGRAM."

(Magnet Students Only)

School	AGREE		DISAGREE	
Archer	80%	(12)	20%	(3)
Douglass	65%	(13)	35%	(7)
George	100%	(13)		
Grady	89%	(32)	11%	(4)
Harper	81%	(13)	19%	(3)
Mays	85%	(79)	15%	(14)
North Fulton	78%	(29)	22%	(8)
Northside	73%	(52)	27%	(19)
Southside	90%	(28)	10%	(3)
Washington	48%	(12)	52%	(13)
West Fulton	100%	(5)		
TOTALS	**80%**	**(288)**	**20%**	**(74)**